



Focus:

The AGO is a device to get students to focus directly and deliberately on the intention behind actions.

Being able to define objectives helps the student's thinking in such areas as decision making, planning, and action of any kind that has a purpose.

It is enough for the teacher to say that in some cases the word **aim** is more appropriate and in other cases **goals** or **objectives**. If pressed, teachers can make the distinction as follows:

- **Aim** is the general direction
- **Goal** is an ultimate destination
- **Objective** is a recognizable point of achievement along the way

Teachers are advised to help students to concentrate on the general idea of "purpose" and not be distracted by the distinction. Without a sense of purpose, all actions are either reactions to a situation or matters of habit or imitation. The intention of the process is to focus attention directly on purpose as distinct from reaction.

Objectives: AGO = Aims, Goals, Objectives

You can do something out of habit, because everyone else is doing it, or as a reaction to a situation. These are all "because" reasons. But, there are also times when you do something "in order to" achieve some purpose or objective. It can help your thinking if you know exactly what you are trying to achieve. It can also help you to understand other people's thinking if you can see their objectives. In certain situations, the words "aims" and "goals" are more appropriate than objectives, but the meaning is similar.

Principles:

- A. If you know exactly what your objectives are, it is easier to achieve them.
- B. In the same situation, different people may have different objectives.
- C. On the way to a final objective, there may be a chain of smaller objectives, each one following from the previous one.
- D. Objectives should be near enough, real enough and possible enough for a person to really try to reach them.
- E. There may be many objectives but some are more important than others.

"Brain Compatible? 4Check It Out!"	
— Stress = brain downshifts	— Content must have relevance for the learner
— M(memory) space = how much the learner works on at a time	— Brain pays conscious attention to only one thing at a time
— Enriched environment = increasing dendrite branching	— All learning enters through our senses/emotions